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THE EFFECT OF EXPOSURE TO FILM-MEDIATED CAREER INFORMATION OF TRADITIONALLY DEFINED MALE OCCUPATIONS ON THE VOCATIONAL INTEREST LEVEL OF GIRLS

by

© NANCY LOUISE LEITH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled THE EFFECT OF EXPOSURE TO FILM-MEDIATED CAREER INFORMATION OF TRADITIONALLY DEFINED MALE OCCUPATIONS ON THE VOCATIONAL INTEREST LEVEL OF GIRLS submitted by Nancy Louise Leith in partial fulfilment of the requirements for the degree of Master of Education in Educational Psychology.

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Date 23 May 1977

ABSTRACT

The major purpose of the present study was to investigate the effect of exposure to film-mediated career information of traditionally defined male occupations on the interest level of girls in those traditionally defined male occupations shown on film. An attempt was also made to investigate the effect of social sanction on the vocational interest level of girls in traditionally defined male occupations.

A specific instrument was devised in order to test the experimental hypotheses. A Pre-test was distributed before experimental manipulation, and a Post-test was administered immediately afterwards. The sample consisted of one hundred and twenty girls from Grades Seven and Eight.

The results of experimental manipulation revealed that exposure to film-mediated career information on traditionally defined male occupations does not affect the career interest level of girls in these occupations. It was also revealed that the perception of a social sanction for entering traditionally defined male occupations does not significantly affect the career interest level of young girls in these careers.

Of special interest in the present study is the fact that the majority of girls felt that it would work at a job after marriage.

Nevertheless, the majority of these girls selected three traditional female occupations as future career goals (teacher, secretary, nurse).

In conclusion, it appears that the experimental manipulations employed in this study did not affect the career interest level of girls in traditionally defined male occupations.

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CHAPTER I

I. INTRODUCTION

> In the world of work there are female dentists, surgeons, political figures, lawyers, high-level administrators, professional athletes, professional musicians, psychologists, architects, business executives and appliance repairers (Gilsdorf and Gilsdorf, 1975:211).

Although we are now beginning to hear of female dentists, surgeons etc., it appears that the vast majority of women still adhere to the more traditional female sex-stereotyped occupations:

> In 1970 approximately one third of all women workers were in clerical occupations. One out of five women in the labour force were employed in service and recreation occupations. Thus, over one half of all working women were in two major occupational groups. Nationally in Canada, this occupational distribution of women has not changed significantly since 1961 (Eastham, 1971:27).

The issue that girls are for the most part choosing careers that are traditionally defined female occupations, is further compounded by recent labour predictions. Statistics Canada (1975) reported that the number of women in the labour force increased by sixty percent during the last decade. A recent publication by The Ontario Ministry of Education (1975) has indicated that eight out of ten girls presently in school will work outside the home for twenty-five to thirty years.

During the period between 1970 and 1974, the occupational

diversity of women remained limited. The Canadian Advisory Council for Women (1974) reported that the biggest single group of women (thirty-six percent) held clerical jobs while the smallest group (seven-tenths of one percent) worked in natural sciences and engineering.

Further demographic changes have occurred in all major industrial countries. Westervelt (1973) cited that increasing numbers of women are remaining single longer, having few children, working when their children are very young, and returning to work as their family responsibilities ease.

Thus, more and more women are entering the labour market than ever before. Women are also remaining in their respective careers for an increasingly longer period of time. Yet, the diversity of occupations in which these women are employed appears to be severely limited in scope.

The present study proposes that several factors may be responsible for this lack of occupational diversity among women:

(1) sex-stereotyping;

(2) home-career conflict;

(3) and the lack of elementary vocational programs.

II. THE PROBLEM

The purposes of this study are:

A. To determine the effect of social sanction on the vocational interest level of girls in traditionally defined male occupations.

B. To determine the effect of exposure to film-mediated career information of traditionally defined male occupations on the vocational interest level of girls.

C. To determine the effect of exposure to film-mediated career information of traditionally defined male occupations plus a social sanction on the vocational interest level of girls.

D. To test the following hypotheses:

a) That verbal social sanction will increase the interest level of girls in traditionally defined male occupations significantly more than the absence of any social sanction.

b) That exposure to film-mediated career information of traditionally defined male occupations will significantly increase the interest level of girls in those traditionally defined male occupations shown on film.

c) That exposure to film-mediated career information of traditionally defined male occupations plus a social sanction will significantly increase the interest level of girls in those traditionally defined male occupations shown on film than the absence of any social sanction.

III. DEFINITION OF TERMS

Traditional-Male Occupations: Traditional-male occupations refer to doctor, dentist, television-radio repairer, architect-draftsman, mechanic, and laboratory scientist (adapted from Schlossberg and Goodman, 1972b).

Traditional-Female Occupations: Traditional-female occupations refer to waitress, household worker, secretary, bookkeeper, elementary school teacher, and nurse (adapted from Schlossberg and Goodman, 1972b).

Film-Mediation: The term film-mediation is used to define the presentation of a given career as portrayed by means of movie projection.

Sex-Stereotyping: Sex-stereotyping is operationally defined in this study as the cultural attribution of job labelling according to sex.

Vocation: Vocation refers to an individual's choice of an occupation at a given point in time.

Interest Level: Interest level in this study refers to the professed attraction toward a given job by an individual as indicated on a seven point scale.

Vocational Information Program: Vocational information program refers to the amount of occupational education provided by an elementary school system.

CHAPTER II

SURVEY OF THE LITERATURE

Women presently employed in the labour market are, according to recent statistics, severely limited in terms of occupational diversity. Sex-stereotyping, home-career conflict, and the lack of elementary school vocational programs have been cited as contributory factors concerning this issue.

The present chapter will provide a summary of these contributory factors, as well as an overview of Modeling Theory, Film-Mediation, and their relevance to vocational interest levels in the viewer.

Sex-Stereotyping

Several researchers have investigated the area of the sex-stereotyping of jobs in our society.

Stefflre (1970) investigated how the adult woman was presented by major reading texts in grades one through six. Results indicated that the reading texts generally portrayed the following:

(1) all men worked but few women did so;

(2) women were either married or working;

(3) two-thirds of women working were employed at the professional level;

(4) one-third of women workers were teachers;

(5) and few women worked at "masculine jobs".

Stefflre concluded that there was a large gap between information presented in these reading texts and what actually exists in the "real" working world.

The previous study is also further substantiated by several other authors (Tennyson and Mannens, 1964; Goodson, 1968; Gillespie, 1973; and Gilsdorf and Gilsdorf, 1975). The results of these various studies indicated that reading materials available in elementary schools fail to present the reality of today's working world.

The importance of providing children with reading material that reflects a realistic picture of the world of work has been shown by Wehrly (1973). Wehrly, when investigating the occupational knowledge of children in the fourth, sixth, and eighth grades, found that reading achievement was significantly related to occupational knowledge (N-386).

Goodman (1971) interviewed children in grades three through eight to ascertain what kinds of concepts they possessed concerning the world of work (N-180). The most popular jobs named by female children concerning their future choice of an occupation were traditionally defined female occupations (i.e. nurse and teacher).

Cooker (1973) investigated the vocational values of elementary school children in grades four, five and six (N-240). Cooker made the following conclusions:

(1) sex differentiation in the choice of vocational values has its origins before junior high school;

(2) and the process may have its beginnings prior to grade four as indicated by little change in vocational values over the middle elementary years.

The previous study is further substantiated by many other researchers (Tyler, 1951; Rosenburg, 1957; O'Hara, 1962; Simmons, 1962; Nelson, 1963; Gribbons and Lohnes, 1965; Lauver, 1966; Chaney, 1968; Hales and Fenner, 1973; and Barnett, 1975). There appears to be evidence that sex differences do exist in the selection of vocational values in elementary school grades.

Looft (1971) investigated the vocational aspirations (both desired and realistic) of forty-one second grade girls. Looft concluded that sex-role expectations pertaining to vocational aspirations have already been formulated at this grade level.

O'Hara (1962) investigated the career aspirations of grades four, five, and six girls. O'Hara concluded that as early as these grades, four occupations account for two-thirds of all choices made by girls. These four occupations were teacher, nurse, secretary and mother.

Brady and Brown (1973) examined sex differences in vocational behavior variables among eight and ten year old children (N-570). The authors made the following conclusions:

(1) eight year old girls have already occupationally limited themselves;

(2) eight and ten year old girls tend to concentrate their occupational aspirations on traditional sex-typed occupational roles;

(3) and elementary school children within this age range may be far more vocationally mature than vocational development theorists and educators realize.

DeFleur (1963) investigated children's knowledge and their sources of learning in relation to occupational roles and prestige (N-237). Results indicated the following:

(1) as age increases from six to thirteen, knowledge of occupational roles and prestige increase rapidly as a linear function of age;

(2) and personal contact was ranked as the most effective source of occupational information with television being second in importance as a learning source.

DeFleur concluded that young children possessed considerable information about occupations and the occupational prestige of certain jobs. DeFleur (1966) obtained similar results with first and fourth graders (N-47).

Schlossberg and Goodman (1972b) attempted to discover the degree to which kindergarten and sixth grade students held sex-stereotypes about occupations. The authors made the following conclusions:

(1) both grades exhibited the same degree of job stereotyping according to sex;

(2) children more readily excluded women from men's jobs than vice-a-versa;

(3) and the majority of children exhibited traditional occupational choice sex-stereotyping (eighty-three percent of the girls and ninety-seven percent of the

boys chose an occupation traditionally reserved for their sex).

Schlossberg and Goodman (1972b:269) concluded:

> According to the children interviewed, a woman's place was clearly not fixing autos, or TV sets or designing buildings. The children, however, said she could work as a waitress, nurse or librarian. Clearly, the issue was not that they felt a woman's place was in the home but rather that it was in certain specified occupations. By contrast, they did not feel that men had to be similarly limited.

In a similar study, Iglitzin (1972) investigated sex-stereotyping among fifth grade children (N-437). Results indicated that concepts of traditional social roles are very strong by the fifth grade level and that girls may be restricted in expressing a free choice of future goals and roles by social stereotypes. Iglitzin (1972:21) concluded that:

> It was evident that the aspirations of girls and the descriptions of their lives as adults differed from those of most boys. While boys wanted to be craftsmen, engineers, scientists, professional athletes and pilots, the girls wanted to be teachers, artists, stewardesses, and nurses, all of which are recognized as traditional roles for women.

Myer (1970) studied the views of grade three, seven, and eleven children toward the sex-linking of occupations (N-264). Myer concluded that boys and girls have strong stereotypic ways of behaving toward traditionally sex-linked occupations.

Dornbush (1968) exposed five year olds to a series of paired pictures depicting sex-appropriate activities. Dornbush concluded

that both sexes were well aware of what was expected of them in the future (i.e. mothers cook and clean and men work).

Harris (1974) investigated the effect of weekly group counselling for six sessions (thirty minutes) on the career choices of sixth grade girls (N-31). The purpose of the group counselling sessions was twofold: to increase the number of tentative career choices made; and to decrease the percentage of sex-typed choices. Results indicated the following differences between the control and experimental groups:

(1) the number of tentative career choices of the experimental group increased significantly in comparison with control group;

(2) and the decrease in sex-typed choices made by the experimental group was greater than that for the control group (but did not reach the criterion level of significance).

This early sex-stereotyping of vocational values, aspirations, and occupations continues into adolescence when some type of occupational choice must be decided upon by most girls. Dowan and Adelson (1966) studied the occupational fantasy life of adolescent girls. They found that the occupational choices of the majority of girls (ninety-five percent) fell into four traditional areas: personal aide, social aide, white collar traditional, and glamour fashion.

Thus, the issue of occupational sex-stereotyping is most important when considering the question of occupational diversity for women. The aforementioned research has indicated that sex-stereotyping with regard to interests and occupational choice does occur among

elementary school age children. The research has also shown that girls do see themselves as more occupationally limited than boys, and thus tend to concentrate their occupational aspirations on sex-typed roles such as teacher, nurse etc. Societal influences of differential socialization for males and females is a developmental process beginning with birth. Therefore, it is not surprising that it permeates an adolescent girl's choice of an occupation, and that it will remain as such throughout her working years. In short, we are selling girls short of achieving their optimum fulfillment as human beings. Simpson (1967:135) summarizes this viewpoint as follows:

> How do we know that girls are not trainable for careers in commercial art, industrial design, medical illustration, plumbing, electricity, carpentry, instrument repair and service, optics, metal technology, agriculture, horticulture, mechanics, locksmith, and so many others?

Home-Career Conflict

Marriage and children, for most girls, are their major goals in life and constitute the most primary position and consideration of their future planning. Thus,

> the typical girl isn't really interested in information about her probable future needs and problems; she hopes to get married, have children, and refuses to plan beyond that (Lewis, 1965:160).

Nevertheless, as Neuman (1963) points out, often after the primary goal of marriage has been achieved, a woman begins to worry about other needs. Mueller (1954:60) agrees;

> She has a real problem created by social changes for which she is in no way responsible. She is truly troubled by her need, as great as a man's, to find a way of maintaining her inner psychic satisfactions spiritually as well as materially.

Although some women find this completely in marriage, others in a job or a successful combination of the two, many women experience what Johnson (1963) calls the "housewife's syndrome, the vicious circle" - idealistically, they feel that they should be satisfied with their homemaking and motherly role; yet, realistically, they feel self-doubt and guilt about their dissatisfaction and wasted ability.

Baruch (1974) proposes that a woman following the traditional feminine role is plagued with many other social dilemmas. Baruch, reviewing several other studies (Kagan and Moss, 1962; Kangas and Bradway, 1971; Birnbaum, 1971; and Baruch, 1973), cited the following as negative effects of the traditional feminine role:

(1) female children least likely to gain in intelligence as they got older were those highest in the trait of femininity;

(2) the brighter the females were as youngsters the less they have gained in intelligence with age (males were directly opposite);

(3) perceiving oneself as having traditional feminine traits is not accompanied by high self-esteem;

(4) and domestically oriented women in comparison with career oriented women felt less attractive and less competent, had lower self-esteem, and were less satisfied with their lives in the later years.

According to several other researchers, a woman holding a dual role may also face other difficulties - her own guilt about leaving

her children (Hartley, 1960) and the negative attitude of her spouse (Hewer and Neubeck, 1964; Wright, 1967; Nelson and Goldman, 1969; Entwisle and Greenberger, 1970; Kaley, 1971; Hawley, 1971; and McMillan, 1972).

The issue of home-career conflict among females has been investigated by many researchers. Empey (1958) investigated the career aspirations of senior high school and first year college girls. Empey made the following conclusions:

(1) eight out of ten girls preferred marriage to a career;

(2) sixty-six percent of all girls felt that the most important duty of a woman to society was to marry and have a family;

(3) seventy-five percent of the girls, when asked what career they would prefer if they didn't have to make a choice between a career and marriage, selected occupations traditionally considered female.

Gump (1972) investigated the sex-role attitudes and psychological well-being among female college students (N-75). Gump (1972: 92) made the following observations:

> The view of femininity most acceptable to these women was one which attests the importance and feasibility of assuming the roles of wife and mother, while concomitantly pursuing careers which would gratify needs for self-realization and achievement. However, it should be noted that with few exceptions, even the most purposeful women were pursuing careers traditional for women.

In the past few years, it appears that some college girls are viewing self-fulfillment in a career as an important role. Yet, even these so-called enlightened girls are still adhering to traditionally

defined female occupations in their career selections.

McCarthy and McCall (1962) investigated the area of home-career conflict in terms of career interest and aspirations among women. The Strong Vocational Interest Blank for Women was administered to twenty elementary teachers and twenty prospective elementary teachers. The administration was conducted first under standard instructions and then under instructions pretending that they were hard-boiled males. Results indicated that these women, when making choices within a male frame of reference (i.e. freed of their home-career conflict), reversed their interests; that is, the elementary teaching role was rejected for professions such as law and medicine.

Sparks (1967) implemented a similar study to high school girls (N-44). Standard instructions were later followed by role-playing instructions. The suggestion of "pretend you are boys" and "you have the same freedom to plan a career as a boy" resulted in decrements on the elementary school teacher scale and increments on the lawyer and engineer scales.

Farmer and Bohn (1970) conducted a more realistic investigation in this area by experimentally providing social sanctions for the female home-career role. Fifty working women were administered The Strong Vocational Interest Blank for Women under standard instructions and then under the suggestion that they pretend men like intelligent women and that women can combine a demanding career with raising a family and perform both well. The second set of instructions significantly lowered career interest in eight occupations

(buyer, business education teacher, steno-secretary, office worker, elementary school teacher, housewife, home economics teacher, and dietitian). The second set of instructions also significantly raised the career interest of these women in six occupations (author, artist, psychologist, lawyer, physician, and life insurance saleswoman).

It can be concluded from these various research studies that women do select more demanding career roles within a male frame of reference (i.e. when females make vocational choices free of marriage ties and homemaking duties). Yet, since women can't be men and the majority will continue to get married, it appears that the study by Farmer and Bohn (1970) reveals the most realistic information concerning the home-career conflict; that is, societal sanctions reduces home-career conflict and raises the level of vocational interest and aspiration in women. Thus, Farmer (1971:799) states:

> Society gives no clear sanction to the career of a woman. Consequently, a woman must make this choice on a bases other than social approbation. It is generally agreed that the source of this conflict is not the fact that more than one role is open to women (home and career) but that a cultural lag exists between social opportunity and social sanction.

Vetter (1973) tends to substantiate Farmer's viewpoint in her review of present research material available concerning the home-career conflict (Steinmann, 1966; Bardwick, 1971; Suniewick, 1971; Broverman et al, 1972; Mednick and Tangri, 1972; and Rand and Miller, 1972). Vetter concluded that the level of career interest in women would rise if the home-career conflict could be reduced. According to Vetter, changes need to occur in the institutions that educate

women, in the world of work, and in women themselves as they deal with the conflict between career and homemaking responsibilities.

The Need For Elementary School Vocational Information Programs

> Most elementary and early secondary school students are occupationally illiterate. Few know the meaning of work and jobs, the integral relationships of employment to the economics of our world society, the impact that the choice of work has on our lives, the rewards of work as well as the preparation needed to cope with the frustration of work. Little attention is paid to the fact that people have careers and earn wages (Nyquist, cited in Leonard, 1972:234).

The proposed need by Nyquist and many other educators for vocational information at the elementary school level has generated a great deal of research within this area.

Bugg (1969) postulates that the implementation of vocational information programs at the elementary school level is "essential" in view of the stress placed on the developmental nature of career choice by such theorists as Ginzberg, Hoppock, and Super.

Several previous studies that have already been mentioned indicate that there is a dire need for some form of vocational information at the elementary school level (O'Hara, 1962; DeFleur, 1963: Tennyson and Mannens, 1964; DeFleur, 1966; Dowan and Adelson, 1966; Dornbush, 1968; Goodson, 1968; Myer, 1970; Goodman, 1971; Looft, 1971; Iglitzin, 1972; Schlossberg and Goodman, 1972b; Cooker, 1973; Gillespie, 1973; Wehrly, 1973; Brady and Brown, 1973; Harris, 1974; and Gilsdorf and Gilsdorf, 1975).

It has been shown in these various studies that at a very early age:

(1) children are presented with very little information (and some misinformation) through their basic reading materials;

(2) values, interests, attitudes etc. towards careers and the world of work are being developed;

(3) the elimination process of future occupational choice has already started;

(4) and the sex-stereotyping of jobs is more than evident.

In view of the previous research cited, it becomes readily apparent that elementary school children are learning about occupations, the world of work etc. in spite of the lack of any formalized vocational information programs in the school curriculum. Yet, the quality of this learning is to be questioned. The need for the inclusion of some type of vocational information in the elementary school is becoming more and more evident.

Smith (1970:274) feels that elementary vocational programs should provide youngsters with experiences whereby they can:

(1) expand their knowledge concerning the magnitude of the occupational world;

(2) appreciate the various broadly defined dimensions of work;

(3) systematically diminish in their distortion about various occupations;

(4) at the generalized level, understand those factors present in our society which cause change, and in turn directly affect work and workers;

(5) identify, understand, and interpret the significance of interests, capacities, and values as dominant factors in the career process;

(6) establish meaningful relationships between education and future occupational endeavors;

(7) and acquire more effective decision-making skills.

Roberts (1972:255) states the objectives of vocational elementary school programs in a more generalized fashion:

(1) to provide role-models that the child can identify with, thus aiding in the development and implementation of his self-concept;

(2) to provide adequate opportunities for the continued expansion of the child's vocational horizons;

(3) to assist the child in developing appropriate attitudes toward work;

(4) and to provide opportunities for expansion of the child's vocational vocabulary.

Various programs of vocational education have been developed in order to achieve these objectives and provide children with experiences whereby they can obtain those end products cited by Smith (1970). For the purpose of this paper, only those programs which have been evaluated will be discussed.

Roth (1972) implemented a sequential vocational program to sixth grade students in three different classes for a duration of one semester (N-240). Evaluation of the program consisted of a three part test covering the quantity of information, the accuracy of information, and the attitudes students had about careers. Significant differences were found between the control and treatment

groups in all three areas during the post-testing evaluation of the results. Roth concluded that prolonged exposure to career awareness activities seemed to influence both the information and the students' attitudes about careers.

Thompson and Parker (1971) exposed an experimental group of fifth grade children to an occupational unit taught by both the guidance counsellor and the classroom teacher for a daily fifty minute class over an eighteen day period (N-50). Evaluation of the program revealed significant differences between the experimental and control groups within the following areas: knowledge of the communities' five main employers, parents' occupations, workers the community needs, five ways of getting a job, naming six things a dependable worker will do on the job, and greater occupational diversity. The authors concluded that fifth grade children can learn about the world of work, relate it to their own environment, and broaden their career development horizons.

Bank (1969) developed a kindergarten to grade six full-week curriculum utilizing vocational-role models of nine different types of job families. Evaluation indicated the following results: students expanded their vocational vocabulary, developed attitudes, and obtained some knowledge about the importance of conditions of work.

Goff (1968) designed an experimental program of vocational guidance for the elementary school. Grades two, four, and six were involved in the program. Goff concluded that measureable increments

in vocational knowledge, level of occupational aspiration, and realism of occupational choice could be attained following a planned vocational guidance program.

Bank (1970) evaluated the effect of Career Word Games on third and sixth grade students (N-360). Results indicated the following:

(1) participant third and sixth grade students had a significant more extensive vocational vocabulary than the group of control students;

(2) experimental group third and sixth grade children tended to prefer occupations which required more training than the control group;

(3) and sixth grade participants became more vocationally aware of jobs related to English, Mathematics, Science and Social Studies than the control group.

A Comprehensive Career Guidance Program implemented in all grades by the Arizona School Board was evaluated by McKinnon and Jones (1975). The authors concluded that substantial gains had been made by most students in all grade levels concerning widened occupational knowledge.

A kindergarten to grade six program developed by the Roseville schools in Minnesota was evaluated by Benson and Blocher (1975). Results indicated that the students in the three pilot classrooms demonstrated higher scores in career maturity than the students in the control group.

For the past several years, The Developmental Career Guidance Program (DCGP) has been operating in thirty-four elementary and

secondary schools located in lower socio-economic areas within Detroit. An evaluation of the program by Leonard and Vriend (1975) included students, parents, faculty, and all community participants. Results indicated the following:

(1) the level of occupational-educational aspiration of students in DCGP schools increased to a significantly greater extent than students in control schools;

(2) DCGP students demonstrated significantly greater growth in regard to occupational knowledge and planning than students in the control schools;

(3) and DCGP students from grades two through six equalled or exceeded national norm achievement test gains.

In conclusion, in view of the research completed in the area of evaluation of vocational information programs at the elementary school level, it can be surmised that children do benefit from exposure to these types of programs. Yet, little has been done in this area to combat the issue of sex-stereotyping of jobs and the lack of occupational diversity among women. If counsellors are going to deal with this issue, it seems logical that the place to start within educational institutions is in the elementary school system.

Hansen (1972) has severely criticised the schools for not meeting the vocational needs of women in vocational counselling. She states (1972:89):

> Society has not been meeting the self-development needs of women, and little has been done in the school - one of the major socialization agents.

Schlossberg (1972) agrees with Hansen (1972). Schlossberg (1972:139) believes that the following goal should be obtained within

the educational system:

> The goal is to develop human beings who are free to act in ways that are appropriate to their interests and their values - not their sex. The fact that one is born a woman should not foreordain that she will spend hours everyday in the kitchen in the laundry room, and in low level 'feminine' jobs.

Modeling Theory, The Media, and Vocational Interest Levels

It appears that sex-typing in regard to occupational choices seems to be learned during development through a process of socialization - identification as well as role modeling (Matthews, 1963; Bell, 1970; Weisstein, 1970; and Ginzberg, 1972).

The role of observational learning in the acquisition of new behavioral patterns has long been established. Research has indicated that both children and adults can acquire a wide variety of behavioral patterns, emotional reactions, and a number of attitudes through exposure to models (Larsen, 1968:4).

Bandura (1965:2) explains observational learning in the following manner:

> It is evident from informal observation that vicarious learning experiences and response guidance procedures involving both symbolic and live models are utilized extensively in social learning to short-circuit the acquisition process and to prevent one-trial extinction of the organism in potentially dangerous situations.

The degree to which modeling occurs depends upon several characteristics of the model. Bandura, Ross, and Ross (1963) and

Gordon (1970) have indicated that the effect of the model depends upon the following:

(1) their perceived social power;

(2) and the type of reinforcement they perceive for the act.

Freedman, Carlsmith, and Sears (1970) maintain a similar position. The previous authors conclude that the more important, powerful, successful and liked the model is, the more a child will imitate the model.

According to Bandura (1969), the following two factors also influence the degree and extent of modeled behavior:

(1) the individual's attention to the modeling cues;

(2) and the individual's past experiences as they relate to the given act.

The importance of symbolic models in terms of observational learning has been investigated by several researchers. Bandura, Ross, and Ross (1963) have indicated that modeling behavior occurs to the same extent when presented on film as when presented live. Further evidence by Bandura and Michel (1965) revealed that observational learning was equal in magnitude to live modeling when presented pictorially or verbally.

Children are exposed to a prolific amount of symbolic observational learning as they sit before their television screens. Schramm et al (1961) have pointed out that the average American child

spends as much time viewing television as he spends in school. The following reasons have been proposed by Schramm et al (1966) to account for the individual's fascination with television:

(1) it provides the individual with the passive pleasure of being entertained;

(2) it keeps people from being bored;

(3) it serves a social utility function, giving boys and girls an excuse to enjoy each others' company;

(4) and people of all ages prefer incidental to purposeful, intentional learning, and as a result, turn to television as an educational source.

For whatever reasons television is exerting such a pemeating effect, it can safely be concluded that children are spending a vast amount of time before their television screens. Excessive television viewing has been cited by Macoby (1957) to have the following two effects on the child or adult:

(1) it may act indirectly, by taking the individual away from other activities;

(2) and a direct learning effect is possible.

The latter point is a major concern of this paper.

Extensive research on children and pictorial media has revealed that a tremendous amount of incidental learning takes place.

Holaday and Stoddard (1933) showed seventeen commercial films to children of different age groups. Results indicated that a large amount of incidental learning occurred as a result of viewing the films. Three months later when the subjects were retested,

approximately ninety percent of the recorded facts were recalled.

Hale et al (1968) investigated the amount of learning that occurred as it applied to incidental, noncentral details by film mediation. Similar results to the aforementioned study were obtained. Once again, a surprisingly large amount of learning was found to have taken place.

The majority of research dealing with the effect of film models on children has been done in the area of aggression (Bandura, Ross, and Ross, 1961; Lovaas, 1961; Mussen and Rutherford, 1961; Bandura, Ross, and Ross, 1963; Walter and Thomas, 1963; and Bryand and Schwartz, 1971). Evidence from these various studies has indicated that incidental learning concerning aggression did occur as a result of film-mediation.

Schramm (1972:16) sums up the situation regarding the effect of film models on children as follows:

> There can be no doubt, in any case, that children learn a great deal from movies. They learn facts, roles, fashions, customs, what to expect of other people and of situations in which they are likely to find themselves. They learn attitudes and values. They learn no more than adults from a given film, but the experience comes to them in the years when they are filling their storehouses with the maps of the world and the guides to conduct that will lead them through adult life.

At present, there appears to have been very little research done concerning the effect of exposure to career films on children.

DeFleur (1963) investigated children's knowledge about careers

in terms of their sources of learning. Cartoon representations of careers were exposed to young children on the three following sets of occupations:

(1) six occupations commonly encountered by children in the community;

(2) six occupations frequently shown on television but seldom seen in the community;

(3) and six occupations well known to adults but not visible to children.

DeFleur (1963) concluded that different patterns of learning existed for the three sets of occupations. Results indicated the following:

(1) personal contact was the most effective source of occupational learning;

(2) television was second in importance as a learning source;

(3) and general culture as a source of occupational knowledge was not a very effective learning source.

A similar study was conducted by DeFleur (1966) to investigate some of the sources from which first and fourth grade children had gained their conceptions about occupational roles. Results again indicated that personal contact was the most effective learning source followed by vicarious career models from television.

A career film series for preschool children was introduced on a major television network in 1973. Each of the films was devoted to different, major career clusters with the avoidance of sexual stereotypes. The purpose of the film series was to help young children become aware of the world of work and the many possibilities

it offers. Ralston (1974:75) summed up the major goals of the series in the following manner:

> We don't want a four year old to say after he has seen the series, 'I'm going to be a doctor'. What we want him to realize is that there is a big, laughing, thrashing turmoil of a world outside his home, with many stimulating activities in which he can participate.

The purpose of the present study is to suggest one possible approach to the aforementioned issue.

CHAPTER III

DEVELOPMENT OF THE INSTRUMENT AND TESTING METHODOLOGY

I. THE INSTRUMENT

The instrument (Appendix A) employed in this study was self-devised. The construction of the instrument consisted of three major stages.

In stage one, four open-ended questions were designed to ascertain the following information concerning the respondents:

(1) age;

(2) future career considerations;

(3) desire to get married;

(4) and the desire of concomitantly pursuing marriage and a career;

In stage two, six traditionally defined male and female occupations were adapted from Schlossberg and Goodman (1972b:267). A seven point Likert Scale was employed to provide the subjects with a gradient of response concerning career interest levels. In order to avoid a Response Set, the traditionally defined male and female occupations were randomly assigned positions on the instrument.

Stage three consisted of establishing a test/retest reliability concerning the subjects' male-oriented and female-oriented career aspirations. A random sample of twenty-five Grade Seven and

Eight girls were administered the instrument. Five days later the test was re-administered to the same sample. The male-oriented test/retest reliability was calculated to be .85, while the female-oriented test/retest reliability was .97.

II. TESTING METHODOLOGY

The school chosen for experimentation was located in a small industrial town with an agricultural umland. It was believed that subjects would represent a relatively homogeneous population in regard to socio-economic background. Due to the fact that there was no counsellor or planned vocational program in this school, it was also believed that the subjects would be relatively naive concerning exposure to formal career information.

A sample of one hundred and twenty Grade Seven and Eight girls was selected for this study. Student anonymity was maintained by assigning each individual a number card which was placed on their desk.

The subjects were randomly assigned to four treatment groups (N-30). Each group was then assigned to a separate classroom for experimentation to be carried out. The four experimental groups were as follows:

(1) Group One: Group One served as the control group with no social sanction (N-30).

(2) Group Two: Group Two served as the control group with social sanction (N-30).

(3) Group Three: Group Three was exposed to the films without any social sanction (N-30).

(4) Group Four: Group Four was exposed to the films with social sanction (N-30).

Group One was given the following common initial instructions:

> I am interested in finding out some information about what you would like to do when you grow up. Would you please answer all the questions given to you on these sheets of paper.

The Pre-test was administered and collected. Group One subjects remained in their respective seats without any exposure to occupational information for the duration of time involved in showing the films to Group Three and Four. At this point, the Post-test was administered following the same procedures employed in the Pre-test setting. The Post-test was collected and subjects thanked for their participation in the experiment.

Group Two was given the same common initial instructions. The Pre-test was administered and collected. Group Two remained in their seats without any exposure to occupational information for the duration of time involved in showing the films to Group Three and Four respectively. The subjects were then given the following verbal social sanction:

> These jobs can be done very well by both men and women. These jobs are open to both girls and boys when they grow up. It is perfectly alright for girls to choose these jobs when they grow up.

The Post-test was then administered following the same procedures

that were employed in the Pre-test setting. Collection of the Post-test was followed by the subjects being thanked for their participation in the experiment.

Group Three was given the same common initial instructions. The Pre-test was administered and collected. Group Three was exposed to films (Appendix B) on three traditionally defined male occupations (car mechanic, architect-draftsman, and laboratory scientist). The films were shown with no social sanction. Introductory remarks to the films consisted of the following:

> I would like to show you a few films. These films show people working at several jobs.

The films were then shown. After the films were completed, the Post-test was administered following the same procedures that were employed in the Pre-test setting. The Post-test was collected and subjects thanked for their participation in the experiment.

Group Four was given the same common initial instructions. The Pre-test was administered and collected. The subjects were introduced to the films with a social sanction. Introductory remarks to the films were the same as Group Three plus the following social sanction:

> Although men are shown in these films doing these different jobs, these jobs can be done very well by women too. These jobs are open to both girls and boys when they grow up. It is perfectly alright for girls to choose to do these jobs when they grow up.

The films were then shown. The Post-test was administered upon the completion of the films following the same procedure that was employed in the Pre-test setting. The Post-test was collected and subjects thanked for their participation in the experiment.

CHAPTER IV

RESULTS AND DISCUSSION

I. RESULTS

The effects of experimental manipulation on the career interest level of the subjects revealed the following results.

Traditional Male Career Interest Levels

The results of an analysis of covariance performed on the subjects' scores from the Pre-test to the Post-test settings revealed no significant differences[1] between the experimental treatments.

The summary analysis of covariance table is as follows:

TABLE 1

ANALYSIS OF COVARIANCE PERFORMED ON TOTAL MALE POST-TEST SCORES COVARYING OVER PRE-TEST SCORES

Source of Variation	SS	df	MS	F-Ratio	F Value
Between	4.16	3	1.38	.23	.87
Within	2392.56	1	2392.56	404.56	
Total	680.11	115	5.91		

Critical F Value = 2.68

[1] .05 was accepted as the criterion level of significance in the present study (two-tailed test of significance).

Traditional Female Career Interest Levels

The results of an analysis of covariance performed on the subjects' scores from the Pre-test to the Post-test settings revealed no significant differences between the experimental treatments.

The summary analysis of covariance table is as follows:

TABLE 2

ANALYSIS OF COVARIANCE PERFORMED ON TOTAL FEMALE POST-TEST SCORES COVARYING OVER PRE-TEST SCORES

Source of Variation	SS	df	MS	F-Ratio	F Value
Between	9.68	3	3.22	.74	.52
Within	3409.57	1	3409.57	788.41	
Total	497.32	115	4.32	.41	

Critical F Value = 2.68

Traditional Male Career Interest Levels Portrayed Via Film-Mediation

The results of an analysis of covariance performed on the subjects' scores from the Pre-test to the Post-test settings revealed no significant differences between the experimental treatments. It would appear that exposure to film-mediated career information on traditionally defined male occupations does not effect young girls career interest in these occupations.

The summary analysis of covariance table is as follows:

TABLE 3

ANALYSIS OF COVARIANCE PERFORMED ON TOTAL MALE POST-TEST SCORES VIA FILM-MEDIATION COVARYING OVER PRE-TEST SCORES

Source of Variation	SS	df	MS	F-Ratio	F Value
Between	12.35	3	4.11	1.33	.26
Within	610.15	1	610.15	198.40	
Total	353.65	115	3.07		

Critical F Value = 2.68

Responses to Open-Ended Questions

The mean age of the subjects tested was thirteeen. The general findings showed that in response to the second question, "What would you like to do when you grow up?", the vast majority of girls had definite career aspirations. Ninety-six percent of the girls indicated specific career goals with four percent showing indefinite plans. Eighty percent of the subjects indicated that they were considering one possible career goal. On the other hand, twenty percent of the subjects revealed that they were considering either two or three possible careers at this point in time.

Of the various possible career choices listed by the subjects, there was a preponderance of traditional female career choices. Teacher was the predominant choice regarding career aspirations with twenty-eight percent of the subjects preferring this occupation. Secretary was another popular choice as indicated by eighteen percent of the sample tested naming this occupation as a career goal. The third most popular choice of a career was nurse with eight percent

of the subjects indicating this preference.

As a group, the subjects listed twenty-eight different types of careers.

A total of ten percent of the subjects changed their career aspirations from the Pre-test to Post-test settings as a result of experimental manipulation. Seven of the subjects that changed their career aspirations selected careers in the Post-test setting that were listed on the questionnaire. The other five subjects selected completely different careers i.e. one subject that selected singer in the Pre-test setting as a future career, chose farmer in the Post-test setting.

In response to the question, "Do you want to get married when you grow up?", ninety-three percent of the subjects indicated a preference for getting married. Seven percent of the subjects indicated that they did not want to get married.

In response to the question, "Do you think that when you get married that you will have a job outside your home?", the majority of the girls appeared to feel that they would work after they were married. Eighty-six percent of the subjects indicated that it thought that they would work at a career after marriage. Five percent of the subjects that indicated this preference responded qualitatively by stating that they would only work until they had children. On the other hand, eight percent of the subjects indicated that they would not work outside the home after they were married.

Six percent of the subjects were undecided in regard to this issue. Several of these subjects stated that it would depend on their husbands' income.

In response to the question on the Post-test to check the subjects' perception of the independent variable of social sanction, the four treatment groups indicated the following:

Group One: ninety-seven percent of the subjects did not perceive a social sanction.

Group Two: ninety-seven percent of the subjects did perceive a social sanction.

Group Three: eighty-seven percent of the subjects did not perceive a social sanction.

Group Four: one hundred percent of the subjects did perceive a social sanction.

In response to the question on the Post-test to check the subjects' perception of the independent variable of the films, one hundred percent of the subjects in Group Three and Four indicated the correct careers that were shown by means of film-mediation.

II. DISCUSSION

In retrospect, the present study may be interpreted as indicating the following:

1) the viewing of traditionally defined male occupations via film-mediation did not significantly affect the career interest level of senior elementary school girls in these occupations;

2) the perception of a verbal social sanction by senior elementary

school girls for pursuing traditionally defined male occupations did not significantly affect the career interest level of girls in these occupations;

3) exposure to traditionally defined male careers by means of film-mediation coupled with a perceived verbal social sanction for pursuing the same occupations did not significantly affect the career interest level of girls in these occupations.

In view of the results obtained in this study, it would seem that there are many plausible interpretations for the negligible effect of experimental manipulation.

It would appear that young girls within this age group have already been sex-stereotyped in regard to possible future occupations. This assumption is substantiated by numerous researchers who have documented the sex-stereotyping of occupations as occurring in the early elementary school years (Tyler, 1951; Rosenburg, 1952; O'Hara, 1962; Simmons, 1962; Nelson, 1963; Gribbons and Lohnes, 1965; Lauver, 1966; Chaney, 1968; Dornbush, 1968; Myer, 1970; Goodman, 1971; looft, 1971; Schlossberg and Goodman, 1972b; Iglitzin, 1972; Cooker, 1973; Brady and Brown, 1973; Hales and Genner, 1973; and Barnett, 1975). Another indication from the present study supporting the subjects' sex-stereotyping of jobs is the preponderance of traditional female jobs selected by the subjects. Over fifty percent of the subjects selected three traditional female occupations as a career goal (teacher, secretary, and nurse).

In view of the fact that the subjects have been previously

sex-stereotyped in regard to careers, it would seem unreasonable to conclude that the viewing of fifty minutes of film-mediated information on traditionally defined male jobs, with or without a social sanction, would counteract thirteen years of societal tradition and societal sanction in the opposite direction. In order that young girls can make career choices free of societal sex-stereotyping, it would appear that a much more intensive approach than the one employed in the present study would have to be implemented at a much earlier age.

In view of the fact that ninety-six percent of the subjects indicated specific career goals, it would appear that the vast majority of girls within this age group had definitely given a great deal of thought to a future career. This is further exemplified by the fact that eighty percent of the subjects indicated that they were considering only one possible career choice at this young age. It would seem that most of the subjects had already decided on a definite career goal in spite of the fact that they had no vocational information program within this elementary school. Based on the previous assumption, it would seem reasonable to conclude that if the majority of the subjects had already decided upon a specific career, then the experimental manipulations as performed in the present study would not reverse their decision.

Another plausible explanation for the lack of effect of experimental manipulation could possibly be that the careers portrayed by means of film-mediation simply did not appeal to the

subjects as possible career choices. This point is further exemplified by the fact that the only subject who chose laboratory work as a career goal in the pre-test setting rejected this occupation in the post-test setting after experimental manipulation (Group Four). It would appear that once this subject learned more information about the occupation of laboratory scientist, it had so little appeal she rejected it even though she perceived social sanction for pursuing this career. If the same group of subjects had been exposed to what was actually involved in some of the traditional female careers, it might also be possible that this additional information may have resulted in the rejection of these female-typed careers as future choices. This would not indicate that social learning did not occur. It may be the case that upon learning some information about the occupations, career interest level did not change. It would seem unreasonable to assume that a mere social sanction would change career interest level in any career if the job did not exert any appeal to the subject in the first place.

Another possible explanation for the lack of effect of experimental manipulation can be based upon modeling theory (Bandura, 1969). As all the career models portrayed by means of film-mediation were male, it is possible that the ability of the subjects to identify with the model was limited.

Bandura (1969) has stated that the degree and extent of modeled behavior depends upon the individual's attention to the modeling cues and their past experiences as they relate to a given

act. As one hundred percent of the subjects exposed to the film-mediated careers correctly identified these careers on the post-test, it would seem that sufficient attention was given to the films. Again, it would appear that the subjects' past experiences as related to these careers influenced their degree of modeled behaviour (i.e. sex-stereotyping).

It could also be the case that the past experiences of the subjects in regard to the sex-stereotyping of careers offsets the degree and extent of modeling that could possibly occur as a result of a perceived social sanction. Over ninety-seven percent of the subjects indicated that they did perceive the social sanction given in Groups Two and Four. Yet, this perception of social sanction for pursuing traditional male careers did not in any way influence the subjects' career interest levels in either group.

As has been previously mentioned, the past experiences of the subjects in regard to pursuing traditional male occupations might have prohibited the effect of any perceived social sanction.

Ninety-three percent of the subjects indicated a preference for getting married with eighty-six percent expressing the opinion that they thought they would work outside the home after marriage. It would appear that societal approval for women to continue working after marriage has reduced the home-career conflict among girls of this generation. Although the subjects were aware of the fact that most of them would work after marriage, the lack of occupational diversity expressed by these subjects in their choice of future

careers conformed with statistics (Eastham, 1970). This was indicated by the fact that over fifty percent of the subjects indicated one of three occupations as a future career goal (teacher, secretary, nurse). It would appear that the sex-stereotyping of jobs is still more than evident in this generation of young women.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

In summary, the major purposes of the present study were as follows:

(1) to investigate the effect of social sanction on the vocational interest level of girls in traditionally defined male occupations;

(2) to investigate the effect of exposure to film-mediated career information of traditionally defined male occupations on the interest level of girls in those traditionally defined male occupations shown on film;

(3) and to investigate the effect of exposure to film-mediated career information of traditionally defined male occupations plus a social sanction on the interest level of girls in those traditionally defined male occupations shown on film.

The design of the present study was such that a Pre-test was administered before experimental manipulation, and a Post-test administered immediately afterwards.

The sample was randomly distributed into four treatment groups by the use of sequential randomization.

Group One served as a control group with no social sanction. These individuals were asked to sit for the duration of time required to show the films to Groups Three and Four respectively.

During this time period, the subjects were asked to put X's in squares.

Group Two subjects were given a social sanction for entering traditional male careers. The same procedure was employed for this Group as in Group One i.e. the subjects put X's in squares for the duration of time involved in showing the career films to the other two Groups.

Group Three was shown films on three traditional male careers (architect-draftsman, auto mechanic and laboratory scientist).

Group Four was shown the same films as Group Three with a verbal social sanction for entering traditional male careers.

The testing took place in a senior elementary school located in a small town. It was believed that these subjects would be relatively naive concerning occupations due to the lack of any vocational information program. It was also believed that the subjects' socio-economic backgrounds would be relatively homogeneous.

One hundred and twenty female subjects from Grades Seven and Eight were included in the study.

A specific instrument was developed to test the experimental hypotheses. The instrument took the form of a questionnaire.

II. CONCLUSIONS

On the basis of statistical analysis and within the limitations of the study, the following conclusions appear to be justified:

1) The viewing of traditionally defined male occupations by means of film-mediation does not significantly affect the career interest level of senior elementary school girls in these occupations.
2) The perception of a verbal social sanction by senior elementary school girls for pursuing traditionally defined male occupations does not significantly affect the career interest level of girls in these occupations.
3) The exposure to traditionally defined male occupations by means of film-mediation coupled with a perceived social sanction for pursuing the same occupations does not significantly affect the career interest level of girls in these occupations.
4) The majority of the subjects wanted to get married when they grew up (ninety-three percent).
5) The majority of the subjects thought that once they did get married, they would have a job outside their home (eighty-six percent).
6) The majority of the subjects had definite career aspirations as indicated by the selection of only one job that they would like to do when they grew up (eighty percent).
7) Over fifty percent of the subjects selected three traditionally defined female careers as an occupational goal (teacher, nurse, and secretary).

III. RECOMMENDATIONS

In the course of completing the present study, several viable areas for research became apparent:

1) If the present study was repeated, it would be interesting to use live career models. According to DeFleur (1963, 1966), live models are the best source of learning regarding occupations. In this manner, it could be ascertained whether or not live career models would change the career interest level of girls in traditionally defined male careers.
2) It would also be interesting to repeat the present study with female models portrayed by means of film-mediation in traditionally defined male occupations. The actual viewing of female models in traditionally defined male occupations may have a much greater effect on the career interest level of girls in these occupations.
3) The present study was concerned only with the immediate effects of viewing film-mediated career information of traditionally defined male occupations on the career interest level of girls in these occupations. It would be interesting to include the use of career films within the format of weekly counselling sessions employed by Harris (1974). In this way, a more intensive approach to the issue of societal sex-stereotyping of jobs and its concomitant effects on young girls' career aspirations could be undertaken.
4) As already mentioned previously, the present study tends to support the research regarding the early development of job sex-stereotyping among young children. It would appear worthwhile to perform a similar type of study on young girls in the early

elementary school years. The results of such a study would serve to indicate at which grade level some type of program on vocational sex-stereotyping would be most beneficial.

5) It would also be interesting to repeat the present study and include film-mediated information on traditionally defined female occupations. The learning of more information on these jobs could possibly result in a decrease of career interest level or a complete rejection of these female-typed jobs as future career goals.

6) It would also be interesting to repeat the present study by including both males and females as subjects. It could be possible that the inclusion of only females resulted in the subjects responding in a typical female manner.

It can be concluded from the present study that the area of job sex-stereotyping is most evident among senior elementary school girls. Although the subjects were well aware of the societal trend of more women continuing to work after marriage, they portrayed an extreme lack of occupational diversity in their future career choices (over fifty percent chose three traditional female jobs: teacher, secretary, nurse). The preceding recommendations will hopefully provide some direction for the experimenter interested in further investigating this issue.

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APPENDICES

APPENDIX A

INSTRUMENT: PRE-TEST AND POST-TEST

PRE-TEST

Your Career Interests

Number: _____

A. Please answer the following questions:

1. How old are you?

2. What would you like to do when you grow up?

3. Do you want to get married when you grow up?

4. Do you think that when you get married that your will have a job outside your home?

PLEASE ANSWER EVERY QUESTION BEFORE YOU TURN THE PAGE.

B. Please circle the number which best shows your feelings about each of the following jobs.

A 1 means that you are not at all interested in the job.

A 7 means that you are very interested and would consider this as a future job.

Numbers 2, 3, 4, 5 and 6 show increasing interest in the job.

a) 1 2 3 4 5 6 7
secretary

b) 1 2 3 4 5 6 7
elementary school teacher

c) 1 2 3 4 5 6 7
dentist

d) 1 2 3 4 5 6 7
nurse

e) 1 2 3 4 5 6 7
television-radio repairer

f) 1 2 3 4 5 6 7
architect-draftsman

g) 1 2 3 4 5 6 7
laboratory-scientist

h) 1 2 3 4 5 6 7
waitress

i) 1 2 3 4 5 6 7
car mechanic

j) 1 2 3 4 5 6 7
bookkeeper

k) 1 2 3 4 5 6 7
household worker

l) 1 2 3 4 5 6 7
doctor

(OVER)

C. Please answer the following question:

1. Did the person that asked you to do this questionnaire say that it was alright for girls as well as boys to do any of these jobs when they grow up?

POST-TEST

Your Career Interests

Number: _____

A. Please answer the following questions:

1. How old are you?

2. What would you like to do when you grow up?

3. Do you want to get married when you grow up?

4. Do you think that when you get married that you will have a job outside your home?

PLEASE ANSWER EVERY QUESTION BEFORE YOU TURN THE PAGE.

B. Please circle the number which best shows your feelings about each of the following jobs.

A 1 means that you are not at all interested in the job.

A 7 means that you are very interested and would consider this as a future job.

Numbers 2, 3, 4, 5, and 6 show increasing interest in the job.

a) 1 2 3 4 5 6 7
secretary

b) 1 2 3 4 5 6 7
elementary school teacher

c) 1 2 3 4 5 6 7
dentist

d) 1 2 3 4 5 6 7
nurse

e) 1 2 3 4 5 6 7
television-radio repairer

f) 1 2 3 4 5 6 7
architect-draftsman

g) 1 2 3 4 5 6 7
laboratory-scientist

h) 1 2 3 4 5 6 7
waitress

i) 1 2 3 4 5 6 7
car mechanic

j) 1 2 3 4 5 6 7
bookkeeper

k) 1 2 3 4 5 6 7
household worker

l) 1 2 3 4 5 6 7
doctor

(OVER)

C. Please answer the following question:

1. Did the person that asked you to do this questionnaire say that it was alright for girls as well as boys to do any of these jobs when they grow up?

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*NOTE: In Groups Three and Four, the following question was also asked of the subjects:

"Would you please put a star beside the three careers that were described in the films?".

APPENDIX B

THE FILMS

1. Architecture Careers:

This film portrays the career of an architect and his integral relationship with drafting. The film is fifteen minutes in length. The film is supplied by Summerhill Limited, Toronto.

2. The Automobile Mechanic:

The career portrayed by this film is that of an automobile mechanic. The film is seventeen minutes in length. The film is supplied by the Kent County Learning Materials Unit, Chatham.

3. The Scientist:

This film portrays the career of a scientist. The scientist's work in the laboratory is explained. The film is thirteen minutes in length. The film is supplied by the Kent County Learning Materials Unit, Chatham.